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1995

Youth Violence in Montana

A summary of school and community meetings held by
Attorney General Joe Mazurek
&
Superintendent of Public Instruction Nancy Keenan

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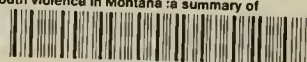
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Acknowledgments

We would like to thank the following people for their invaluable assistance in making our meetings in their communities a reality.

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Marko Lucich, Butte

Jim Oberhofer, Missoula

Lanny Fred, Billings

Craig Anderson, Glendive

Karol Johnson, Great Falls



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Executive Summary

*A joint letter
from Attorney General Joe Mazurek
and Superintendent of Public Instruction Nancy Keenan*

Dear Montanans:

Despite new technologies such as cellular phones and fax machines, finding the time to really listen can be difficult. But in the fall of 1994, that's exactly what we did in five communities around the state. We listened to hundreds of young people in middle and high school classrooms and lunchrooms; we listened to their teachers and to the school administrators charged with providing a safe learning environment; we listened to the many concerned people who came forward at our community forums; and we read the comments of dozens of people who took the time to write to us.

The topic of all these discussions was youth violence. We wanted to hear how Montanans perceive the issue, and we wanted to hear their ideas about the steps — if any — they thought were needed to address this issue.

We heard, literally, from hundreds of people. And we learned a great deal. We learned that Montanans **are** concerned about the trends they feel are occurring in youth behavior. They are concerned about the entire range of societal issues that affect our young people. And they are ready to become involved in the efforts necessary to keep their communities healthy, safe places to live.

Many communities already have developed programs to reduce or prevent youth violence. However, there was a general consensus that more needs to be done before the violence worsens. Parents were seen as the most critical players, but participants in every community generally shared the belief that we all need to be more involved.

While a few students felt that escalating violence and gang activity were inevitable, this pessimism was not shared by the majority of their peers or the adults with whom we spoke. Parents, teachers, administrators, law enforcement officials, county attorneys, judges, juvenile probation officers, service providers and others acknowledged that the problem was formidable, but felt that a coordinated, community-wide effort to reach troubled families could make a difference.

Few students indicated that they felt afraid in school. Fighting and harassment were reportedly more common among middle school students still unsure of which group, if any, they belonged in. By the high school years, students seemed to have worked through many of these problems, although alcohol and, to a lesser extent, other drugs clearly remain a statewide problem into the high school years.

School personnel in every community are feeling overwhelmed by demands that they do much more than simply educate their students. They voiced frustration over the problems caused by having to deal with emotionally disturbed or delinquent children in regular classrooms, problems they feel shortchange the other children in their classes. And school administrators are clearly concerned that, despite all their efforts, they cannot guarantee the safety of their students. In fact, C.M. Russell High School Principal Herman Plass of Great Falls told us: "Will we be able to prevent all of the possible critical and potentially tragic situations from occurring? I doubt it, but I am certain the community is not going to sit back and stick their heads in the sand and say it doesn't concern us."

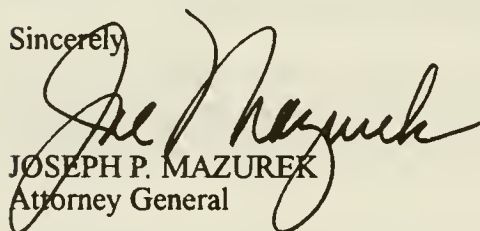
The hundreds of Montanans we listened to are concerned. They've been thinking through these issues and have developed some definite opinions, including:

- Parents need to love and be responsible for their children. Some families need help to raise healthy, responsible children.
- Communities must start working with children and their families early, as soon as potential problems are identified.
- Schools play an important role, but they can't do it all. Programs that teach students to resolve conflict without resorting to violence are important.
- The state's resources must be spent carefully and wisely, but more resources are needed and prevention programs are seen as a worthwhile investment.
- We are all in this together.

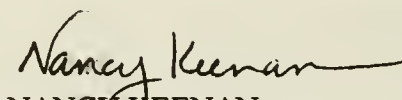
Solving the violence problem will take more than money. It will take time and it will take everyone in the community working together — police, teachers, judges, doctors, ministers, social workers, advocates, parents, and young people.

We heard these messages clearly and often. We thank the many Montanans who participated in our forums, who spoke to us in their classrooms and schools, and who put their thoughts in writing to send to us. Through this report, we hope to share their concerns and ideas with other Montanans. We also hope to outline ways we can all work together in the future.

Sincerely



JOSEPH P. MAZUREK
Attorney General



NANCY KEENAN
Superintendent of Public Instruction

Introduction

"We are becoming a nation afraid of its own children."

— Russ Van Vleet

Center for the Study of Youth Policy

Over the past few years, violent crime committed by young people has stirred increasing concern across the nation. Almost every day, we read or hear accounts of the country's youth committing assaults, drive-by shootings and even murder. Particularly shocking incidents have grabbed headlines. And the headlines tell only part of the story. Statistics compiled by the National Center for Juvenile Justice show that:

- In the 25 years between 1965 and 1990, the number of violent crimes committed for every 100,000 juveniles has doubled from 150 to 300.
- Nearly one-third of all murders in the United States today are committed by individuals under the age of 21.
- Our teenage children are 2½ times more likely to be the victims of violent crime than any other segment of the population.

The 1993 *Crime in Montana* report indicates that 15 percent of the juvenile cases referred to Montana's Youth Courts involved violent crimes — criminal homicide, rape, robbery and assault. Juveniles committed four murders in Montana in 1993 — nearly 25 percent of the total of 18 murders committed in the state.

Anecdotal evidence of this trend in our state also exists. In 1993 and 1994, Montanans have had to come to terms with a fatal shooting on an elementary school playground; with more than one case of children killing their parents; with drive-by shootings in our largest cities; and with an increase in incidents of young people pulling out guns and knives during arguments. Reports of weapons in the schools abound.

Just since the last of our community meetings in October 1994, the following items have been in the news:

- A 14-year old Great Falls student was expelled from C.M. Russell High School for carrying a handgun and a box of ammunition, hidden in a coat, to school.
- Four students at Huntley Project High School near Billings received 90-day suspensions for bringing guns to school, all in separate incidents.
- Two 16-year-old boys in Billings held two elderly women at knifepoint for nearly an hour while they ransacked the women's home and tried to steal their cars.
- Two seventh-grade girls at Malta Junior High School were expelled after an unloaded handgun was found in a locker. The girls also were cited for possessing a concealed weapon without a permit and for bringing a concealed weapon to school.

- A Shelby High School student brought an unloaded gun to school, just three days after the school board had voted to ban all guns from school property.
- In Eureka, a student who brought a hatchet to the Lincoln County High School — and brandished it on school grounds — was expelled for the remainder of the school year. School trustees said the student brought the weapon with the intent of harming another student.
- Two 10-year-olds brought a loaded gun to a Great Falls school, while four students at another Great Falls school were suspended for a day for bringing stolen knives to school.
- Two Lolo eighth-graders were suspended for having a gun and ammunition on school grounds.
- Two East Helena middle school students brought a BB gun to school during an evening event and refused to drop it when requested by a police officer, until that officer drew his own gun.

Montana clearly is not isolated from the problems facing other states. Youth violence does exist in all our schools and communities, both large and small.

In our roles as Montana's Attorney General and Superintendent of Public Instruction, we have followed these individual instances and general trends with great concern. Spurred by our concern, we undertook this joint effort to respond to the youth violence problem before it worsens.

We firmly believe that solutions to these and other manifestations of the violence problem will be found in local communities — not in the Capitols in Helena or Washington, D.C. As a result, we decided we should first listen to what local community members have to say and to what they are already doing. We did this by talking with students and holding community meetings in Butte, Missoula, Billings, Great Falls, and Glendive this fall. The Glendive meeting also included, via video teleconference, citizens in Sidney and Miles City.

Through these meetings, we attempted to bring together all those who need to be involved at the local level — law enforcement officers, judges, social service providers, school personnel, probation officers, students, parents, ministers, business people, and political leaders. By doing so, we hoped to create or strengthen cooperative, community-wide efforts to address and, where possible, prevent the occurrence of violence in our society.

This report summarizes the many comments and suggestions offered by the wide range of young people and concerned adults who came forward in each community or who submitted letters. While the report will tell you what we heard, it does not purport to be definitive in a statistical sense, or to evaluate any particular program or strategy.

The Process

In the schools

In each community, we spent much of the day visiting with middle and high school students, teachers and administrators about violence and how it is affecting them. We were especially interested in hearing how Montana's young people view their communities, how they perceive the problem, and what role they see themselves playing in the solution.

Thanks to the openness of superintendents, principals and teachers at the schools we visited, we spoke with a wide range of young people, including student leaders; students identified as at-risk in terms of academic or behavioral problems; and students who were already "in trouble" with the juvenile justice system.

The following schedule details the schools visited:

Sept. 13	Butte	East Middle School, Principal Bill Bartholomew Butte High School, Principal Dan Peters
Sept. 21	Missoula	Hellgate High School, Principal Jon Fimmel Meadow Hill Middle School, Principal Paul Rochester
Sept. 28	Billings	Riverside Middle School, Principal Mike Smith Billings Senior High School, Principal Joe Cross
Sept. 29	Miles City Glendive	Pine Hills School for Boys, Superintendent Steve Gibson Washington School, Principal Harry Darling Dawson County High School, Principal Hilary Hopfauf
Oct. 13	Great Falls	East Middle School, Principal Dick Kloppel C.M. Russell High, Principal Herman Plass

At the community forums

During the evening community meetings, we sought to learn what each community is doing already to solve the problem of violence and what more needs to be done. At the outset of each meeting, a panel of community leaders representing some of the many groups involved in this issue — the schools, law enforcement, the judicial system, parents, students, state and local social service providers, and others — provided brief comments focused on their community and explained what they were doing to prevent or respond to violence among their young people. (See Appendix A.)

The forums were then opened to anyone who wanted to speak. The meetings drew a broad cross-section of professionals and interested citizens. The high attendance and heartfelt, thoughtful comments each meeting generated reflected a genuine concern for the future of our young people and our communities.

Findings

What we learned from students

Across the state, the youths we talked with expressed many common concerns and needs. They talked in general terms about the issue of violence and their thoughts about its causes. They talked in specific terms about their experiences and their needs. From them, we heard:

- **For many students, violence in some form is an accepted part of their lives.** Fights on and off the school grounds are common and, in many instances, seen as a way in which young people establish a reputation for themselves. The fights can be triggered by something as seemingly insignificant as a look, but usually stem from arguments of some type. "Hazing" is also an accepted initiation ritual in some schools, even after it has led to serious incidents in which police have become involved.

"People think it's cool to beat up other people."

—Missoula middle school student

"You can't go a year without a fight."

—Billings high school student

"If they're a bully, they're going to do it (fight). If they're bigger, they're going to pick on littler kids."

—Billings high school student

- **Weapons are available and at times are brought to school.** Whether they were talking of guns, knives, baseball bats or clubs, many students knew of instances in which weapons had been carried by other students and brought to school. In Missoula, former Police Chief Jim Oberhofer noted that the police had been called to **every middle and high school** in the district in the 1993-94 school year, to respond to reports of students with weapons. Weapons are present off the school grounds, as well; often, they're carried in cars, "just in case."

"I know a lot of kids who carry guns in cars. Handguns. I know a few guys who have guns in their gloveboxes."

—Missoula high school student

But despite the possible presence of weapons, most students felt safe in their schools.

"I'm not afraid here. Weapons aren't a safety issue. It's more kids showing off."

—Butte high school student

- **The middle school years are difficult ones.** In every community, students talked of the pressures of the middle school years: finding which group they fit into, dealing with the experience of being stereotyped on the basis of race or income levels, and being pressured to use alcohol and other drugs. Middle school students seemed more likely than high school students to experience fights and to view fights as inevitable. Many also were fearful of the experiences they would face as they entered high school.

- **Drug use starts at an early age.** Middle school students reported easy access to — and use of — alcohol, marijuana and other drugs. By high school, many students were scoffing at police efforts to crack down on alcohol use.

“They think if we get enough possessions, we’ll quit drinking. They ain’t going to stop us drinking, I know that anyway.”

— Glendive high school student

“I used to have a real problem with alcohol....My parents didn’t have a clue.”

— Great Falls high school student

- **Violence in the home may lead to violence elsewhere.** Asked their ideas on why young people resort to violence, students noted that some kids who experience abuse or violence at home tend to repeat the behavior elsewhere.

“If there’s conflict in the house, kids are going to take the conflict onto the street.”

—Missoula high school student

A child who had experienced the violence first-hand spoke angrily of his “stupid mother” who continued to bail an abusive husband out of jail.

“It don’t do no good to call the police. They can’t do nothing till the bruises come out, anyway.”

— Great Falls middle school student

- **A lack of alternative activities makes drinking, drugs and fighting more attractive.** The age-old complaint of “nothing to do” still exists for today’s youth. Many students said they would like alternative activities or places to go, saying kids end up congregating in cars or on the street and getting in trouble because they lack other options.

“Everything to do is illegal.”

—Glendive high school student

“Sometimes we’re just talking, but the cops chase us out into the mountains. We shouldn’t have to leave town just to visit with our friends.”

— Butte high school student

- **Accepting others who are “different” or “outsiders” is difficult.** While recognizing that much of the conflict in the schools stems from friction between different groups, students often have trouble finding ways to reduce the conflict.

“They don’t know the people (in different groups), so it’s just easier to be mean to them.”

— Missoula middle school student

“Changing your attitude is hard because it’s risky. Your parents might have given you other values, and it’s hard to change that just because someone says you should.”

— Glendive high school student

Findings

Nonetheless, many students at the high school level expressed confidence in who they were and in their ability to get along with others.

"I treat others like I want to be treated myself, and I've never had any problems."

— Butte high school student

"I'm a gang of one."

— Great Falls high school student

- **Young people are looking for love, respect and guidance from the adults in their lives.** Students were painfully aware of the pressures of family life that can cause kids to turn to violence or to look to peer groups for the love and acceptance they don't find at home. They talked of their need to feel loved and accepted in their homes, to be treated with the respect they felt they deserved as young adults, and to have limits to guide their actions — even if they want some feeling of freedom.

"Is Ritalin (a common anti-hyperactivity drug) going to solve all our problems in the world, or is more attention from parents, guardians?"

— Missoula high school student

"Kids appreciate rules. They don't at the time, but you realize when you get older that you need them."

— Butte high school student

- **A number of young people believe nothing can be done to prevent violence in society from becoming worse.** Some members in every group of students we talked with voiced the belief that increasing violence and gang activity are inevitable in Montana.

"The way people treat one another these days, there's nothing you can do about it."

— Butte high school student

|| What we heard from teachers and school administrators

"Ninety-eight percent of our student body are civic-minded, well-meaning, bright and responsible citizens."

— Herman E. Plass

Principal, C.M. Russell High School

School administrators and teachers alike are quick to point out that most of their students are well-behaved. But they have seen how a small percentage of disruptive students can affect an entire school. And because school personnel spend such a large portion of every week with our youth, they have had direct experience with the problem of violence. They also have strong opinions on its causes and the actions needed for solutions. From them, we heard:

- **The integration of emotionally disturbed students into the classrooms has created a "powder keg" situation.** With cuts in state funding for in-patient treatment, an increasing number of emotionally disturbed children are now present in the public schools. These students place financial pressures on school districts, which must hire additional aides to work with them. They also create emotional pressures that affect teachers and other students.

- **Class size is an issue.** Some teachers expressed a concern that the disruptive behavior of a few students takes a disproportionate amount of their time, and that given relatively large class sizes, this is shortchanging other students in their classes.
- **The current laws on delinquent behavior have no teeth.** Educators in every community said it seems as if students can commit repeated offenses with few consequences, all the while setting a poor example for the majority of students. Teachers also said they had difficulty dealing with students who have already been to the state schools for delinquent youth and then returned to the classroom. In many cases, kids know just how far they can push the system without facing serious consequences.

"The standard procedure is a slap on the hands, a lecture from the juvenile official and the youth goes on his/her way....One only has to talk to high school-age students to realize they feel the judicial system in Montana is a 'joke.'"

—Fred Anderson
Principal, Custer County High School

- **Violent behavior is evident at young ages.** Teachers and school administrators are seeing problem behavior in the earliest of elementary grades. Very young students are disrupting classes.
- **Schools have taken steps of their own to address the problem.** To reverse the trends they're seeing, school officials are instituting new programs to reach students — particularly young ones — and teach them alternatives to violence. Most schools have started programs aimed at teaching kids how to resolve their arguments peacefully. Many schools are using these programs only in the elementary schools at this point, in hopes of reaching kids *before* they have serious problems.
- **Schools and law enforcement agencies must work hand in hand.** In every community, schools and law enforcement agencies are building bridges to share information about truant and delinquent students. Police and sheriff's departments are well aware that an argument left unresolved at school may create problems on the street that night or weekend. Conversely, school personnel know that disputes still simmering from the weekend may erupt at school.

"When things go well in the schools, they go better in the community."

—Karol Johnson
Assistant Superintendent, Great Falls

- **Some state laws hinder the sharing of information that schools and law enforcement agencies view as critical.** A perception exists that confidentiality laws prevent law enforcement agencies from telling schools about students who have been in trouble and keep social service agencies from sharing pertinent information about young people and their families. In some instances, this inability to share information creates dangerous situations for students and staff alike. One automotive technology teacher told of how he learned — after the student had left his class — that one of his students had served time at the Pine Hills School for delinquent boys. His offense? Stabbing his father with a screwdriver — something the teacher felt he should have known.

Findings

- **The state's truancy law provides no help in dealing with students and families.** The law currently requires schools to notify a child's parent or guardian when the child is found to be missing from school or has not been enrolled. The parent or guardian must, within two days, either enroll the child in "a school providing the required instruction" or excuse the child for any of several reasons, including enrollment in a school in another district or state; enrollment in a home school; or provision of supervised correspondence or home study. A parent or guardian convicted of truancy violations can be fined \$5 to \$20 or jailed for 10 to 30 days. School personnel said prosecution under the law is rare and the few cases that are prosecuted come to court months after the offense occurs.

"Our truancy statute isn't even worth the paper it's written on."

— Missoula teacher

- **Parents must be held more accountable.** Teachers and administrators feel that schools are being asked to fill a void that exists because some parents are not teaching their children principles and skills that should be taught at home. Schools also must deal with the problems being experienced and caused by children whose parents abuse drugs and alcohol. They are, in short, being asked to be parents in many respects.

"I never thought I'd see the day when I was grateful for parents who just passively ignore their kids rather than actively ignore them."

— Great Falls teacher

"We, as teachers, are going to suffer the consequences of a deadly sick society."

— Missoula teacher

"We're at the point of loading teachers and administrators with issues that are not totally their issues."

— Dan Martin, Superintendent, Glendive

- **Young people need love and guidance.** Like their students, school personnel noted that young people need both love and limits from the adults in their lives. Teachers were concerned that some parents and medical practitioners are too quick to label children and prescribe drugs such as Ritalin, a common anti-hyperactivity drug.

Ritalin is now "being shared in our school, misused and becoming a cure-all for all sorts of conditions."

— Herman Plass

Principal, C.M. Russell High School

- **Efforts must be made to reach students when problems are first observed.** Many educators expressed frustration that they can identify students with problems in the early elementary grades, but don't have the time or resources to do anything about them.

"By the time they reach middle school it is too late to turn the students around. If they need help in reading and if it means smaller classes at the elementary level, let us help them at that age. The earlier, the better."

— James Graham

Vice Principal, East Middle School, Butte

|| What we heard at the community forums

Turnout at each of the evening meetings was high, indicating the depth of concern this issue generates. It convinced us that Montanans are ready to work together to address youth violence before it becomes as serious a problem here as it is in other states. We were gratified by the high level of interest and the thoughtful comments we received. During these meetings, we heard:

- **Parents must be responsible for their children.** Throughout the state, many participants stressed that parents must be held accountable for their children's actions and must share in the responsibility of teaching them the values they need to get along in society.

"They're not holding up their end of the family."

— Missoula resident

"We as parents have to be present for our children."

— Butte father

A single mother noted that the schools and society in general tend to stereotype single parents as "bad" and blame them for a wide range of social problems. This stereotyping has an adverse effect on children from single parent homes.

"Single moms can be good parents."

— Single mother, Great Falls

- **Reaching the parents who do not play a positive, active role in their children's lives is extremely difficult.** A number of people noted that the parents who were at the meetings were the ones who always show up and aren't the ones who really needed to be there.

"We need some way to reach the parents who aren't here tonight."

— Don Butler, D.A.R.E. Officer, Butte

- **Some parents need help in learning the skills they need to raise their children well.** Participants agreed that raising children is hard work and that some parents are at times unprepared to deal with the issues that arise in family life. They discussed parenting classes that have been available and emphasized the need for more such opportunities — through schools, social services and community groups. Providing learning opportunities for parents will bring long-term benefits.

"Healthy families are the very foundation of a healthy society."

— Missoula resident

- **Reaching out for help is hard for some parents.** Some parents told personal stories of their efforts to deal with children who were in trouble. For many, acknowledging that they needed help and then seeking it were difficult acts — particularly in smaller communities.
- **Each and every one of us needs to get involved.** While acknowledging the critical role played by parents, a wide variety of people espoused the notion that "it takes a whole community to raise a child." Many people talked about the need for community-wide efforts to provide young people with good choices for alternative activities.

"Not doing anything is making a choice."

— Rose Janey, Butte

Findings

- **Prevention strategies work well and work best when children are young.** Based on actual experiences and on national studies, many participants provided testimony about the benefits of programs that give both children and parents skills they need to cope with conflicts and stresses. Particularly in early grades, conflict resolution programs have proven to be beneficial. Counseling that includes the entire family — not just a child — also makes a difference.

Others noted that communities should have a long-term commitment to prevention and need to reinforce the concepts taught in the elementary grades throughout the middle school and high school years.

"Prevention is cheaper and more effective than the criminal and court system."

— Dave Irion
Principal, Billings West High School

"By the time we get to middle school, it's too late."

— Jeannette Phillips, Social Worker
Department of Family Services, Richland County

- **Prevention and treatment programs cost money.** While praising prevention as an effective way of dealing with violence-related problems, many participants also stressed that this option costs money. And, they said, federal, state and local agencies often have been unable or unwilling to spend the money that's needed. Participants noted that the 1993 Legislature cut funding for in-patient youth treatment programs — a move they said has increased pressures on schools and communities. They urged lawmakers to adequately fund prevention and treatment programs.

"It's time to stop trying to figure out how to do more with less. It's time to figure out the solution."

— Bill Nankivel
Principal, Sidney Middle School

- **Racial prejudice is a serious concern for people in some communities.** In Great Falls, participants attested to incidents motivated by racial hatred against the community's American Indian residents. Panelist Murton McCluskey, an educational consultant, conveyed the difficulties of coping with verbal racial abuse. He urged others to recognize that such hatred is difficult to deal with, even for successful adults, and is especially devastating to children.
- **Children need to be involved in their communities in a positive way.** Some participants encouraged volunteer activities that would give young people the opportunity to work on behalf of their communities. Such activities were seen not only as a way to give young people something to do, but also as a way to involve them in their communities and give them a stake in keeping their towns good, safe places to live.
- **Communities need to provide free or low-cost activities to give youths alternatives to gangs, violence and high-risk behaviors.** Most activities available to young people, particularly sports leagues, involve fees for participation. Some parents said the costs are prohibitive for many families, leaving those children with few opportunities for structured activities. They encouraged communities to look for ways to underwrite programs through business partnerships or to provide other free activities.

- **Laws governing delinquent and truant youth are too lenient.** Across the spectrum of participants, people criticized the laws that govern treatment of delinquent youth. Law enforcement officers and others said young people who are in trouble one day are often right back in the juvenile justice system a few days later, facing no serious consequences.

"When a child does something wrong, you should punish them for it."

— 17-year-old with experience in the juvenile justice system

"How often do we find in law enforcement that the kids know as much about what they can and cannot do as the lawmakers?"

— Pari Le Coure, Missoula

However, some people urged caution in reshaping the laws in a way that would provide simple — but not necessarily wise — penalties, such as expelling students.

"Then what do we do with them? They're here, they're part of this community."

—Michelle Verbance, juvenile parole officer, Butte

|| Efforts already underway

Through our discussions in each of the communities we visited, we learned about a number of programs and initiatives already underway in an effort to prevent or reduce violence. This section gives a brief description of some of these efforts. However, we recognize that this is in no way an all-inclusive inventory of the many programs offered by schools, community organizations, state government and others.

Butte

- **Butte Cares:** Concerned about drug and alcohol use among young people, a group of Butte residents formed Butte Cares in 1981. The organization has provided parenting classes, trained volunteers to work with youths, and provided chemical-free youth activities, as well as drug and alcohol prevention education. The group also was instrumental in raising funds to put the Drug Abuse Resistance Education (D.A.R.E.) curriculum into the schools. In late 1994, it decided to address the issue of youth violence, as well, and organized Butte Cares Week in February 1995. During this time, the organization brought in two nationally recognized speakers who talked with community groups and school audiences throughout the week. Butte Cares also sponsored a community family dinner, to provide an opportunity for families to hear the speakers and discuss the issues facing them in today's society.

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Address: Youth Court Probation
4th Floor - Silver Bow County
Butte, MT 59701
Phone: 723-8262, ext. 297

Findings

- **Butte Breakfast Club:** Every second Tuesday at 7 a.m., high school students from any school in the Butte area are welcome to have breakfast at the YMCA teen center. The program, which typically draws between 25 and 45 students, is designed to give different groups of students a comfortable and nonjudgmental place to go. Program organizers plan to provide training in peer counseling and emphasize appreciation for the diversity within the school community.

Contact: Jackie Smitham, community sponsor
Butte Breakfast Club
Address: c/o 15 Redwood
Butte, Montana 59701
Phone: 494-8449

Missoula

- **R.E.S.P.E.C.T.:** In response to tensions and altercations experienced in 1993, administrators and students at Hellgate High School in Missoula worked together to create a group known as R.E.S.P.E.C.T. (Respect Encourages Special People to Experience Cultural Togetherness). Once formed, the student group met weekly to discuss issues of violence and intolerance at the school. The group worked with the newly formed Black Student Union on a week-long series of activities in January 1994, to commemorate Martin Luther King Jr. Day. It also planned Native American activities in February and later held a "Diversity Week" designed to raise students' awareness of the ways in which different groups of people often are treated differently. (See Appendix B.)
- **City-County Health Department Task Force:** After a year-long study, this task force concluded in September 1994 that the county's biggest health concerns center on the declining status of children. Saying the community as a whole must tackle social and health problems, the task force recommended that the county continue to study and report on issues involving the family, youth and violence.

Contact: Greg Oliver, Health Promotion
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301 W. Alder
Missoula, MT 59802
Phone: 523-4775

- **Missoula Pre-Release Program "Canceled Lives":** Inmates at Missoula's prison pre-release center meet with middle and high school students to talk about the choices they have made in their lives and what it has been like for them to serve time in prison. In most instances, the inmates use a video entitled "Canceled Lives" as the springboard for their discussions with the students. The video shows scenes from detention facilities ranging from the least restrictive juvenile facilities to secure facilities, while narrators read excerpts from actual letters that juvenile and adult offenders have written to their families about their thoughts and experiences while incarcerated.

Contact: Marilyn Lemaich
Missoula Pre-Release Center
Address: 304 W. Broadway
Missoula, MT 59802
Phone: 728-5610

Youth Violence in Montana

- **Unified approach to addressing drinking violations by juveniles:** The judicial system in Missoula County has developed a coordinated, comprehensive approach to handling cases involving minors in possession of alcohol. Rather than have the Justice, Municipal and Youth courts handle the cases as they come up, the judges have agreed that all such cases will be diverted to Justice or Municipal court. In addition, the juveniles charged with possessing alcohol must appear in court with their parents. And the courts have just received a Montana Board of Crime Control grant to hire a person to screen the cases and identify kids who may be in need of further treatment. This person also will work with schools and other groups.

Contact: District Judge John Larson
Address: Missoula County Courthouse
200 West Broadway
Missoula, MT 59802
Phone: 523-4773

- **Supervised playground activities:** At one elementary school, a parent has begun supervising cooperative activities on the playground twice a week. She approached the school about doing so after her first-grade son told her of the problems he was having with rough play at recess.

Billings

- **Weapons Contracts:** At the start of the 1994-95 school year, Billings School District 2 sent home a "weapons contract" with each of its 16,000 students. The contract asked that students agree not to bring weapons to school and that parents agree not only to teach their children about weapons, but also to keep weapons away from them. (See Appendix C.)

Contact: Pete Carparelli, Superintendent
or
Lanny Fred, Director of Community/Secondary Education
School District 2
Address: 415 North 30th Street
Billings, MT 59101
Phone: 255-3500

- **Crisis Procedure Manual:** In the summer of 1994, the school district revised, published and distributed to all administrators a manual detailing how to handle crisis situations ranging from natural disasters to a gunman in the building. The manual includes community agencies that can provide help and covers situations that occur during the school day, as well as those that happen on evenings and weekends. It also delineates the duties of school staff members. The district also provided training to administrators, who then worked with their staffs to develop crisis response teams in each school.

Contact: Pete Carparelli, Superintendent
or
Lanny Fred, Director of Community/Secondary Education
School District 2
Address: 415 North 30th Street
Billings, MT 59101
Phone: 255-3500

Findings

- **Playground Training:** During the 1994-95 school year, the district began training playground aides who supervise children in kindergarten through sixth grade, teaching them communication skills and how to handle situations involving conflict.
- **Second Step Curriculum:** Some elementary schools have instituted a violence prevention curriculum known as "Second Step." The curriculum emphasizes reducing impulsive and aggressive behavior and increasing appropriate social behaviors. It aims to teach students empathy for others and how to manage their anger. (See Appendix D.)

Contact: Carol Clapper
Family Tree Center
Address: 1001 North 30th
Billings, MT 59101
Phone: 252-9799

- **Late Night:** During the 1993-94 school year, students at Riverside Middle School in Billings successfully planned and carried out a program of Saturday night activities at the school. Under the supervision of a teacher, the students used the facility for sports, music, games and movies. The students also set the rules for use. They prohibited drug and alcohol use, profanity, and gang-related clothes. And any student who had been the subject of a disciplinary action at school during the previous week could not attend that Saturday's session. The program eventually drew up to 100 students and expanded to include some out-of-school activities. As a "thank you" to the school, the students spent a day scrubbing down the gym in advance of an awards ceremony.

Contact: Mike Smith, Principal
Riverside Elementary School
Address: 3700 Madison Avenue
Billings, MT 59101
Phone: 255-3740

- **Cooperative School/Law Enforcement Efforts:** Billings law enforcement agencies have taken an active role in increasing their presence in the city's schools — not as a means of enforcement, but as a means of improving relationships between students and officers. An Adopt-A-Cop program puts officers into elementary classrooms on a regular basis, while a police liaison officer regularly visits each of the city's four high schools.

Contact: Police Chief Dave Ward
Address: Billings Police Department
220 North 27th
Billings, MT 59103
Phone: 657-8200

- **Neighborhood Task Forces:** The City of Billings has established a number of neighborhood tasks forces that have acted as the point of contact to initiate various programs, projects and recreational activities to meet the needs of local neighborhoods.

Contact: John Walsh, Community Development Block Grant Coordinator
Address: City of Billings
210 N. 27th
Billings, MT 59101
Phone: 657-8286

Great Falls

- **Student Violence and Gang Intervention Committee:** The Great Falls School District has created this group to keep community members informed and talking with one another. The task force includes more than 25 people representing area schools, attendance officers, the youth court, the police department and Malmstrom Air Force Base.

Contact: Karol Johnson, Assistant Superintendent
Great Falls Public Schools
Address: P.O. Box 2429
Great Falls, MT 59403
Phone: 791-2350

State Level

- **Youth Justice Council:** This advisory council to the Montana Board of Crime Control is conducting a comprehensive review of the Youth Court Act, which governs delinquent and neglected children. It expects to propose revisions to the law during the 1997 Legislature.

Contact: Chairman Randy Bellingham
Address: c/o Montana Board of Crime Control
Room 463, Scott Hart Building
303 N. Roberts
Helena, MT 59620
Phone: 444-3604

- **Interagency Coordinating Council for State Prevention Programs:** This council was created by the 1993 Legislature to undertake a review of state prevention programs. The Legislature specifically charged the council with developing appropriate services and programs for at-risk children and families, to be delivered through a comprehensive, coordinated system. The council also is to assist in developing partnerships among state agencies and community-based program providers.

Contact: Hank Hudson, Director
Family Services Department
Address: 48 N. Last Chance Gulch
Helena, MT 59620
Phone: 444-5902

- **Community policing:** Many law enforcement agencies around the state are adopting a "community policing" philosophy that allows them to reach kids before they're in trouble. Law enforcement officers are taking on increasing roles within the schools and communities — roles that focus on crime prevention. For instance, the Drug Abuse Resistance Education (D.A.R.E.) program brings officers into classrooms to discuss drug abuse and, under a new curriculum launched during the 1994-95 school year, violence.

Contact: Cathy Kendall
Address: Montana Board of Crime Control
Room 463, Scott Hart Building
303 N. Roberts
Helena, MT 59620
Phone: 444-3604

Findings

- **Office of Public Instruction:** The Office of Public Instruction provides various services to the state's elementary and secondary schools, including a variety of preventive programs and materials. These programs provide technical assistance in the form of workshops and materials. Some of the programs provide direct funding to local school districts. For example, the Drug-Free Schools and Communities program provides more than \$1 million directly to schools for programs in drug and violence prevention. For information on the following programs, contact the specialist identified.

Homeless Youth	Terry Teichrow	444-2036
Guidance/Child Abuse	Judy Birch	444-5663
Law-Related Education	Lorrie Monprode-Holt	444-2979
Drug-Free Schools	Rick Chiotti	444-1963
	Judy Birch	444-5663

- **Montana Board of Crime Control:** Appointed by the governor, this board administers federal grants for crime prevention activities and will act as the pass-through agency for a large portion of federal crime bill funds.

In the fall of 1994, the board also began a "Delinquency and Youth Violence Prevention Program," which is training people from around the state in methods of creating community coalitions that will work to reduce problem behavior by youths. The board has \$75,000 in federal funds available for grants to support proven prevention activities, including recreation services, tutoring, development of work awareness skills and mental health services.

The board also proposed legislation in 1995 to increase penalties for and strengthen the statutes relating to underage drinking.

Contact: Gene Kiser, Executive Director
Address: Montana Board of Crime Control
Room 463, Scott Hart Building
303 N. Roberts
Helena, MT 59620
Phone: 444-3604

Next Steps

As we sift through the comments and information we received during our meetings, we face the logical question: What do we do next?

Our meetings showed that no one solution exists to the problem of youth violence; instead, we must develop an approach that not only requires individual responsibility, but one that also emphasizes prevention and early intervention. We believe these approaches must come from a variety of sources, beginning with the family and extending to the schools, the community and the state.

As Attorney General and Superintendent of Public Instruction, we can best address those areas where the state can and should become involved. However, based on what we saw and heard as we traveled the state, we would strongly encourage individuals, communities and schools to consider a number of steps they could begin now on their own.

We encourage adults to spend more time with the children in their families; to take advantage of opportunities to improve their parenting skills; and, as their children's first and most influential teachers, to model peaceful ways of resolving differences at home.

We encourage communities to draw together civic, business, church and government groups to discuss and meet the needs of the community's youths. We also suggest that local governments establish youth councils to give young people a chance to make their voices heard by the leaders who have the ability to effect change. And we encourage employers to adopt family-friendly policies that give their employees flexibility to meet their children's needs.

We encourage schools to provide conflict resolution courses, beginning in the early elementary grades; establish mediation panels made up of students; provide a forum for students to discuss violence and develop proposals for addressing it; and provide a forum, particularly in the middle schools, for students to discuss in small groups the issues affecting them.

We also encourage state agencies that work with youth to join in cooperative efforts that address crime and violence among our young people. While we clearly cannot solve the problem of youth violence from the state level alone, we can take steps to help coordinate and assist efforts at the community level.

To that end, we will:

- **Work with ongoing statewide efforts involving youth and prevention.** As Attorney General and Superintendent of Public Instruction, we both serve with the Governor and others on the Interagency Coordinating Council for State Prevention Programs, created by the 1993 Legislature. (See Page 16.) The information gathered during our visits to schools and communities will be presented to the Council. We believe this information can provide a basis for further collaborative efforts by Council members as they discuss and develop strategies aimed at the family and community levels.

- **Work with ongoing efforts to revise the Montana Youth Court Act.** The state's Youth Justice Council has asked the 1995 Legislature to fund an interim study of the Youth Court Act, and other proposals affecting the act have been introduced, as well. Many who work within the juvenile system and outside of it share the opinion that the act — written 20 years ago — no longer suits the type of juvenile behavior we are seeing today. We support the Youth Justice Council's legislative request for ongoing comprehensive review and revision of the law.
- **Examine other statutes governing youth.** The recurring comments about the inadequacy of truancy statutes and the problems posed by confidentiality statutes indicate issues that should be addressed. We will continue to examine whether changes can be proposed to address these concerns. While those efforts are underway, we would like to note that the Montana Board of Crime Control has published a pamphlet entitled "A Section 52-2-211, MCA, Model for Youth Information Management, Early Identification and Inter-Agency Coordinating Services." This brochure, which discusses provisions of the confidentiality statutes, is available by calling 444-3604 or writing to the board at Room 463 Scott Hart Building, 303 N. Roberts, Helena, MT 59620.
- **Work with communities in developing programs eligible for funding available through the federal crime bill.** This federal legislation contains funding for a number of prevention efforts designed to address the very issues that Montana communities face. The Attorney General is a member of the Montana Board of Crime Control, which serves as the administrative agency for many of the funds that will come to the state and be passed on to communities. We encourage groups within Montana's communities to work together to develop grant proposals for these funds, which will be available through the Montana Board of Crime Control and directly from some federal agencies over the next five years. For a list of funds available through the crime bill, see Appendix E.
- **Support legislative proposals that address issues of prevention, juvenile crime, family violence and drug and alcohol use.** Thoughtful, comprehensive proposals stemming from our series of community meetings will take time to prepare. While we did not have time to develop proposals between our last community meeting in October 1994 and the start of the 1995 Legislature in January, we have supported and will continue to support proposals that will advance programs that work: early intervention programs for youth, counseling programs for families, and measures to address and reduce family violence. We heard repeatedly that alcohol and drugs are readily available to and used by many youths throughout the state. Recognizing that alcohol use can lead to other risk-taking behavior, the Attorney General has co-sponsored legislation to toughen the penalties for minors who possess alcohol and to tighten the state's DUI laws, including establishing a standard that would institute a penalty for youths under 21 found to have .02 or greater alcohol concentration in their blood.
- **Continue to support gun-free schools:** The Superintendent of Public Instruction and the Governor introduced legislation in the 1995 Legislature to prohibit students from bringing guns to school. This legislation — supported by the Attorney General's Office — requires that students who bring a weapon to school be expelled for one year and be referred to the juvenile justice system. Administrators are given the authority, on a case-by-case basis, to modify the requirement. This sends a clear message to **all** Montanans, including students, that schools are no place for weapons and will remain a safe place for both students and staff.
- **Support community-oriented policing.** Montana's law enforcement officers already are examining ways in which they can adapt the philosophy of community-oriented policing (described on Page 16) to their own communities. The Attorney General is committed to

Next Steps

supporting these efforts through participation in the Montana Board of Crime Control's Community-Oriented Policing Task Force, which is working with local communities in putting this philosophy into place.

Over the long term, we also will:

- **Examine existing laws governing parental accountability for juvenile acts.** Currently, state law limits a parent's responsibility for a child's criminal acts to a maximum of \$2,500 in restitution for crimes committed against property. In addition, the parent can be held responsible only if the child is living at home. State law also allows youth courts to order counseling of parents and medical or psychological evaluation of parents, as well as require them to furnish such services as the court may designate. Based on the comments we heard, we must look for innovative solutions to encourage greater parental responsibility in all areas.
- **Assure that the perception of youth violence does not stray from reality.** We will continue to collect and analyze data to provide a factual basis for future action. We also will continue to evaluate programs and projects to ensure that the efforts we undertake are grounded in need and provide for the wise use of available resources. The Office of Public Instruction will continue to conduct the Montana Youth Risk Survey in odd-numbered years. This survey analyzes the responses of more than 12,000 Montana junior and senior high school students on a variety of topics, including violence.
- **Continue the discussion.** Our community meetings were only the first in a series of steps that will be necessary if we are to reduce and prevent violence by Montana's young people. We encourage cities and towns throughout the state to undertake cooperative, community-wide discussions and efforts that fit their individual needs and resources. We are committed to continue working with schools, law enforcement agencies, social service providers, juvenile justice officials and private groups in their efforts, and to taking actions at the state level that will support local initiatives.
- **Establish the Attorney General's Task Force on Youth Violence.** In listening to hundreds of people around the state, we heard many ideas that need further examination. To allow for continued study of these and other options, the Attorney General will establish a task force to meet periodically. This group will discuss opportunities for working with youth at the family, school and community levels; examine research on the issue of youth violence; support prevention efforts; and gather and disseminate information on the best practices they find in communities inside and outside the state. The issue of crime and violence among our youth is a complex one requiring in-depth examination and long-term efforts. This task force will provide the continuing focus this issue needs and deserves.

Conclusion

The response we received in our travels around the state showed us that Montanans are not only concerned about the youth violence trends they see elsewhere, but also are committed to preventing these trends from occurring here. Unfortunately, we see evidence already that youth violence has come, in some limited forms, to Montana. But we can work to keep the violence from making significant inroads and from becoming a phenomenon we accept as inevitable.

We cannot offer magic solutions from the state or federal level. We believe that federal and state resources are available to help — once communities take steps to assess their situations and develop their own responses. The state, too, must make a commitment to its youth. But solutions to the issue of youth and family violence must come from all sections of the state and from all sectors within communities. And they must involve parents and their children.

The people who participated in our meetings agree with these observations, and many are ready to take additional steps. We look forward to working with all Montanans in a coordinated effort to benefit our youth, our communities and our state.

"We send our children to school and hope that no other child is carrying a gun. We have nightmares about what could happen to our children as teen-agers. We watch the news and think that these things would never happen in Montana. But it has happened, and it will continue to happen and continue to worsen, until we address the problem in a proactive and positive way."

— Gail Baker, Great Falls

"The answer to violence is a total partnership by every one of us to resoundingly state: 'Not in our county, not in our city, and not in our state.'"

— Missoula County Sheriff Doug Chase

Appendices

APPENDIX A — COMMUNITY MEETING PANELISTS

BUTTE: Sept. 13, 1994

Kate Stetzner, Principal, Margaret Leary School
John McPherson, Butte-Silver Bow Sheriff
Bob Miller, Superintendent, Butte School District
Don Puich, Chief Juvenile Probation Officer
Mike Clements, Supervisor, Department of Family Services
Sarah Roads, Senior, Butte High School

Attendance: 90

MISSOULA: Sept. 21, 1994

Mary Vagner, Superintendent, Missoula Public Schools
Doug Chase, Missoula County Sheriff
Dan Kemmis, Mayor, City of Missoula
John Larson, Youth Court Judge
Greg Oliver, Director, Missoula City-County Health Department
Fred Van Valkenburg, Deputy Missoula County Attorney/State Senator
Jeff Horwich, Senior, Hellgate High School

Attendance: 200

BILLINGS: Sept. 28, 1994

Dave Irion, Principal, Billings West High School
Chuck Maxwell, Yellowstone County Sheriff
Randy Bellingham, Chairman, Youth Justice Council
Dennis Paxinos, Yellowstone County Attorney
Kathy Kelker, Executive Director, Parents Let's Unite for Kids
Gordon Eldredge, Boys and Girls Club of Billings
Michael Haney, Eighth Grader, Riverside Middle School

Attendance: 75

***GLENDDIVE/MILES CITY/SIDNEY: Sept. 29, 1994**

Gerald Navratil, Dawson County Attorney
Ed Williamson, Glendive Police Chief
Craig Anderson, Juvenile Probation Officer, Glendive
Jerry Cook, Public Defender, Glendive
Dan Martin, Superintendent, Glendive Public Schools
Winston Satran, Executive Director, Home on the Range
Wally Badgett, Custer County Sheriff's Deputy, Miles City
Julie Heckler, Youth Dynamics, Miles City
Bill Nankivel, Principal, Sidney Middle School
Jeannette Phillips, Department of Family Services, Sidney

Attendance: 65

* Glendive, Miles City and Sidney panel members and residents participated in this meeting through the use of interactive teleconferencing technology that linked the three separate sites.

GREAT FALLS: Oct. 13, 1994

Karol Johnson, Assistant Superintendent, Great Falls Public Schools
Capt. Kathy Adcox, Great Falls Police Department
Murton McCluskey, Educational Consultant
Judge Thomas McKittrick, District Court
Sienna McCleary, Great Falls High Student
C.J. Seidlitz, Director, Alliance for Youth
Charles Fuller, Principal, Longfellow School

Attendance: 80

|| APPENDIX B — R.E.S.P.E.C.T.

RESPECT — Respect Encourages Special People to Experience Cultural Togetherness

PHILOSOPHY - Each individual has a right to learn and work in an atmosphere that promotes respect, dignity, and prohibits discriminatory and/or harassing practices.

VISION — Hellgate High School should strive to be a community in which individuals with diverse backgrounds, experiences, and needs are valued and accepted.

GOALS:

- 1.) To increase our understanding of prejudice
 - a.) where it comes from
 - b.) the different forms it takes
 - c.) the different ways it affects us
- 2.) To increase our ability to deal effectively with prejudice
 - a.) how to talk about it
 - b.) how to assist others to talk about it
 - c.) how to eliminate it
- 3.) To establish a school policy that specifically addresses sexual or racial harassment within the student behavior code.
- 4.) To enhance student self esteem by promoting the value of cultural differences by providing a wide spectrum of courses, diverse teaching methods and an atmosphere which encourages understanding of our multicultural nation and interdependent world.

OBJECTIVES:

- 1.) The student body will hear about the ways many different groups experience discrimination and mistreatment. This will be done through different activities and speakers on racism/sexism.
- 2.) The student body will learn to treat each other with respect, no put-downs, negative comments, criticisms, etc.
- 3.) The Senior class will develop and carry out an activity addressing racism and sexism (i.e.: a diversity week.)
- 4.) The Junior and Sophomore classes will develop a Big Brother/Sister program for incoming freshmen. The Juniors and Sophomores will be trained in conflict and management strategies.
- 5.) The Freshman class will be trained in conflict management strategies during the May 4, 1994, freshman orientation day.
- 6.) Conflict management will be added to the PIR day menu.

APPENDIX C — WEAPONS CONTRACT

Guns and other weapons* clearly are a hazard to a safe learning environment and the welfare of human beings. According to the National Center for Health Statistics, every day 14 young people, age 19 and under, are killed as a result of gun use. According to the Metropolitan Life Survey of the American Teacher, 1993: Violence in America's Public Schools, 11% of teachers and 23% of students say they have been victims of violence in or near their schools. While the elimination of guns and weapons from schools is the responsibility of all segments of the school and society, three individuals have especially crucial responsibility: the student, parent, and principal. This contract draws attention to the specific responsibilities of those three individuals.

WE, THE UNDERSIGNED, AGREE TO THE FOLLOWING COMMITMENTS:

STUDENT

- I agree not to bring or have in my possession any weapon or gun on school property or at any school event.
- I will tell my peers to seek adult assistance when conflict situations begin to get out of control.
- I will not carry another person's gun or weapon.
- If I see a gun or other weapon on campus or at a school event, I will immediately alert an administrator or counselor about its existence. Every effort will be made to maintain confidentiality.
- I understand that violating school board guidelines and procedures will result in long term/expulsion proceedings.

Student Signature _____ Date _____

PARENT/GUARDIAN

- I will teach, including by personal example, my children about the dangers and consequences of guns and weapons use, and I will keep any guns and all weapons I own safely away from my children.
- I will support the school's policies to eliminate guns and weapons and work with the school in developing programs to prevent violence.
- I will carry out my responsibility to teach my children how to settle arguments without resorting to violence, to encourage him/her to use those ideas when necessary and to follow school guidelines for reporting guns and weapons they see to an appropriate adult.
- I understand that violating school board guidelines and procedures will result in long term/expulsion proceedings.

Parent Signature _____ Date _____

PRINCIPAL

- I will support Community Crime Stoppers to ensure that students and parents have an anonymous way to report to an adult any guns or other weapons they see on campus.
- I will promote conflict resolution instruction for all students as part of the curriculum.
- I will communicate the school's policies on guns and weapons to all participants in the school community and focus upon the responsibilities we all have.
- I will use the school's student leadership groups and student meetings to obtain ideas to develop a safe school environment.
- I will report all guns and other weapons violations to law enforcement officials, according to established procedures.
- Following school board guidelines and procedures, I will initiate long-term suspension/expulsion proceedings against any student who violates this contract.

Principal Signature _____ Date _____

Adapted from the National Association of Secondary School Principals

*Weapons are any objects that can be construed to threaten, intimidate, or cause bodily harm.

APPENDIX D — SECOND STEP

Second Step is a positive pro-social skills training curriculum designed to reduce impulsive and aggressive behavior, increase appropriate social behaviors and build self esteem. These skills are learned through exercises in thinking, feeling and acting. The three units are:

EMPATHY where students learn how to identify and predict the feelings of others, and provide an appropriate emotional response. Examples of lessons in this area include:

Conflicting feelings	Perceptions
Preferences	Expressing Concern
Cause and Effect	Active Listening
Intentions	"I" messages
Fairness	Accepting Differences

IMPULSE CONTROL where students learn skills in problem solving, effective communication, and specific social skills such as:

Ignoring Distraction	Interrupting Politely
Apologizing	Dealing with Peer Pressure
Giving/Receiving Compliments	Taking Responsibility for Your Actions

ANGER MANAGEMENT where students learn techniques to reduce stress and channel angry feelings in order to prevent aggressive or violent reactions. They identify anger triggers, and learn to use self talk techniques to increase their success in appropriately dealing with anger. Lessons in this unit include:

Dealing with Frustration	Dealing with Accusation
Accepting Consequences	Keeping out of a Fight
Dealing with Putdowns	Making/Responding to a Complaint

COST OF CURRICULUM:

Curriculum needed:

Kindergarten	245.00
1st Grade	255.00
2nd Grade	255.00
3rd Grade	255.00
4th Grade	355.00 (including video to share)
5th Grade	235.00
6th Grade	<u>285.00</u>
	1,885.00 + postage

A kit per grade level is necessary to facilitate usage.

Training costs: substitute pay \$50 per teacher
\$50 for trainer

This one-day training prepares the teachers to implement the curriculum and can be done on a PIR day to reduce costs of substitute teachers.

Please call Carol Clapper at the Family Tree — 252-9799 — with any questions.

|| APPENDIX E — FEDERAL CRIME BILL

The 1994 Congress approved a crime bill that contained provisions for a number of programs aimed at preventing crime, through both law enforcement efforts and prevention activities. Although the 1995 Congress is reviewing the bill, following is a summary of those components currently funded for Fiscal Year 1995.

- **Cops on the Beat/Community Policing and Police Hiring:** Congress has appropriated \$1.3 billion for discretionary grants administered by the U.S. Department of Justice, to enhance public safety within communities.
- **Violence Against Women:** The Montana Board of Crime Control will receive \$450,000 to pass on to organizations around the state, for efforts to combat violence against women. Four percent of the national appropriation of \$26 million will be provided directly to American Indian tribes, which also will be eligible to apply for the state funds. Groups seeking the funds must provide a 25 percent match. States are to receive regulations for use of the funds in early 1995.
- **Drug Courts:** Congress has provided \$29 million to establish courts for drug offenders nationwide. Grants for the courts require a 25 percent match. The program calls for intensive supervision, mandatory drug testing and treatment for young, non-violent offenders.
- **State Criminal Alien Assistance:** The U.S. Department of Justice has \$130 million to distribute in a program to reimburse states for costs incurred for imprisonment of criminal aliens.
- **State Correctional Grants (Boot Camps):** The U.S. Department of Justice will appropriate \$24.5 million in discretionary grant funds to develop, expand or construct boot camps. The funds will not cover the cost of operating the camps.
- **Criminal Records Upgrade (Brady Bill):** Congress has appropriated \$100 million to upgrade criminal records to assist in administering the Brady Bill. The U.S. Department of Justice will provide discretionary grants to improve the effectiveness of reporting systems to identify not only ineligible firearms purchasers, but also persons unauthorized to hold positions involving children, the elderly and the disabled.
- **Ounce of Prevention:** Congress has dedicated \$1.5 million to the Ounce of Prevention Council directed by the vice president, for coordination of prevention programs under auspices of the crime bill.

The crime bill also provided for a number of other programs. However, all other components are awaiting funding at this time. Of those currently funded, only the program established by the Violence Against Women Act will be administered at the state level. All others are federal discretionary projects, and funds will be distributed from Washington, D.C., on a competitive basis.

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